



## Ridgeland Middle School

150 Jaguar Trail  
Ridgeland, SC 29936

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	408 Students	
<b>Principal</b>	Jeannie C. Jefferson	843-717-1400
<b>Superintendent</b>	Vashti K. Washington	843-717-1100
<b>Board Chair</b>	Kathleen Snooks	843-726-8063

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>At-Risk</b>	<b>Below Average</b>
2011	At-Risk	Average
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

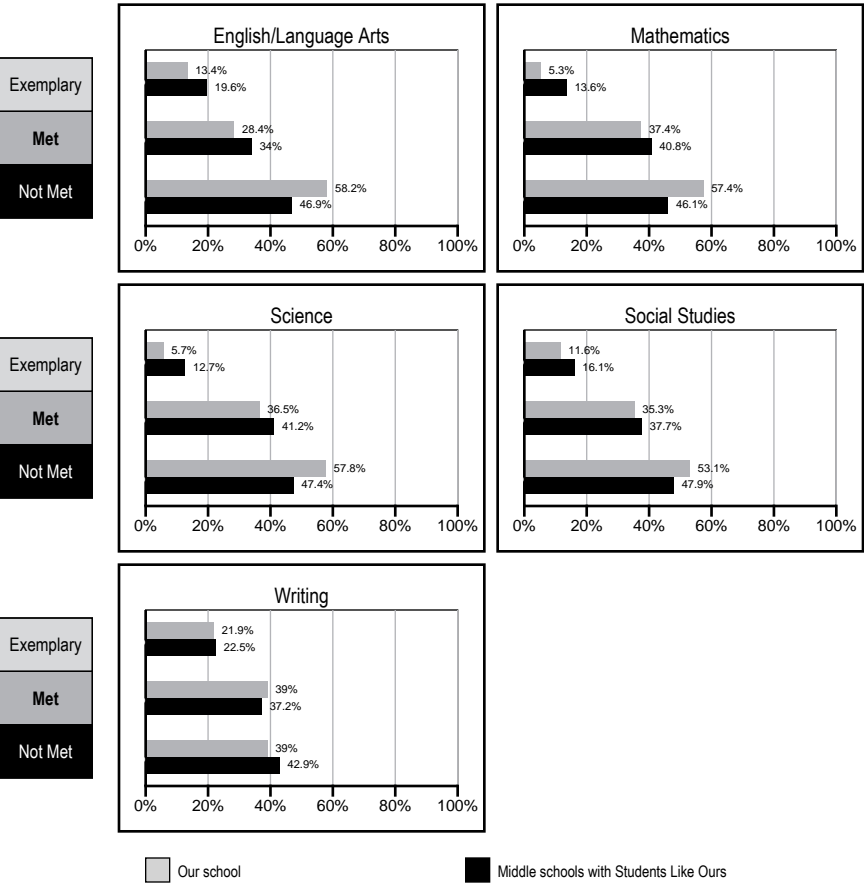
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	30	25	21

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.0%	88.9%
English 1	90.3%	78.7%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	83.1%	87.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=408)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.7%	Down from 16.3%	15.3%	22.9%
Retention rate	0.2%	Down from 4.1%	1.0%	0.8%
Attendance rate	99.2%	Down from 99.4%	95.7%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.2%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	47.1%	Down from 54.5%	60.7%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	75.4%	Up from 72.3%	80.3%	86.7%
Teacher attendance rate	97.6%	Up from 96.2%	95.1%	95.2%
Average teacher salary*	\$47,467	Down 0.7%	\$44,133	\$46,422
Professional development days/teacher	6.3 days	Down from 13.7 days	9.3 days	10.0 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.3 to 1	19.1 to 1	22.0 to 1
Prime instructional time	83.5%	Down from 94.2%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	28.3%	Down from 99.1%	98.1%	98.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,609	Up 1.4%	\$9,367	\$7,245
Percent of expenditures for instruction**	73.5%	Up from 73.1%	60.0%	63.1%
Percent of expenditures for teacher salaries**	71.7%	Up from 71.2%	55.1%	60.9%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

The 2011-12 school year has again brought changes to Ridgeland Middle School (RMS). We are still under the leadership of our Principal Ms. Jeannie C. Jefferson and our Assistant Principal, Dr. Leroy R. Dinkins and continue to look forward to the many new and exciting challenges and victories. Nonetheless, the focus of the school remains the same: optimal student achievement and success. Our primary goal was to make the best use of the resources that we had available to ensure student success. With these goals in mind we chose to make subtle changes for the school that would lead to the most advantageous student success. We are continuing the adoption of the Explicit Direct Instruction Instructional Model (EDI) that was first introduced in 2010. Teachers are receiving constant and continuous training in the model and we are seeing continuous changes and increases in student achievement.

We have also continued the implementation of our dedicated MAP RIT time to facilitate the improvement academic achievement for all students. Every student was scheduled to attend a reading or math RIT class at the beginning of the day. Students were placed in the classes according to their reading or math RIT scores from the previous MAP testing term. An additional reading teacher was hired to provide Response to Intervention (RTI) reading support to students who were identified as not reading on grade level. Another resource (RMS) provided for its students this year was an extended day school enrichment program. Students were chosen according to their demonstrated areas of weakness on reading and mathematics assessments. Both of these resources resulted in significant increases students' reading and math scores.

RMS also used Title I and SIG funds to provide extended year Summer Enrichment classes for targeted students. This opportunity will strengthen reading and math skills acquired during the school year as well as develop creative and performing arts skills; therefore enabling RMS to meet the needs of "the whole" child.

Throughout this school year we continued to place an emphasis on the student data and all academic decisions have been data driven. With the assistance of our instructional coaches, our teachers met weekly in Professional Learning Communities (PLCs) to discuss data, continue implementation of SIG goals and gain knowledge on continued instructional improvement. Coaches, parents, students, and teachers are now fully aware of MAP/PASS data and how to use it to improve student achievement. This year all students were required to keep data folders with their personal data and this proved to be helpful and eye-opening to the students.

Many of the successes achieved by RMS students occurred due to the support of the school's Palmetto Priority School Liaison, the instructional coaches (who were procured through the implementation of the School Improvement Grant) the SIG Director, and other district level support persons.

As RMS closes this year, we continue to be optimistic about changes that our Superintendent, Dr. Vashti K. Washington has implemented for the entire district. Dr. Washington continues to be a strong supported and proponent for Ridgeland Middle School and her goal for RMS is to become an optimal performing middle school with the most advantageous academic achievement for all students.

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	100	16
Percent satisfied with learning environment	87.5%	64.3%	62.5%
Percent satisfied with social and physical environment	92.5%	67.7%	43.8%
Percent satisfied with school-home relations	56.4%	72.6%	87.5%

\* Only students at the highest middle school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	53.6
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Ridgeland Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.6%
Classes in high poverty schools not taught by highly qualified teachers	9.4%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.7%	0.0%	No
Student attendance rate	99.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	611.6	607.1	592.9	603.9	99.3	99.3
Male	604.7	603.0	592.1	602.6	99.1	99.1
Female	619.5	611.8	593.7	605.5	99.5	99.5
White	629.4	624.0	613.7	612.1	100.0	100.0
African American	604.5	601.3	584.6	601.8	99.3	99.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	98.5	98.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	573.1	573.9	558.2	573.9	100.0	100.0
Limited English Proficient	627.0	618.1	607.6	608.4	100.0	100.0
Subsidized meals	609.2	605.1	589.9	600.9	99.7	99.7
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	53.2	28.4	18.4	46.8
	7	113	99.1	47.5	35.6	16.8	52.5
	8	146	100	65	22.6	12.4	35
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	139	100	67.9	23.1	9	32.1
	7	158	99.4	56.4	31.4	12.1	43.6
	8	121	98.4	47.6	31.4	21	52.4

Mathematics

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	152	100	63.8	31.2	5	36.2
	7	113	99.1	67.3	26.7	5.9	32.7
	8	146	100	71.5	26.3	2.2	28.5
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	139	100	59	34.3	6.7	41
	7	158	99.4	50.7	46.4	2.9	49.3
	8	121	98.4	63.8	29.5	6.7	36.2

Science

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	76	97.4	44.9	47.8	7.2	55.1
	7	113	99.1	52.5	38.6	8.9	47.5
	8	75	100	50	33.3	16.7	50
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	69	95.7	68.8	29.7	1.6	31.3
	7	158	99.4	52.9	40.7	6.4	47.1
	8	59	94.9	52.8	37.7	9.4	47.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	77	100	43.7	47.9	8.5	56.3
	7	113	99.1	49.5	30.7	19.8	50.5
	8	71	97.2	37.5	46.9	15.6	62.5
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	70	98.6	47.8	43.3	9	52.2
	7	158	99.4	55.7	34.3	10	44.3
	8	60	95	47.8	30.4	21.7	52.2
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	148	99.3	68.8	24.6	6.5	31.2
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	119	98.3	39	39	21.9	61

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